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ABSTRACT

A detailed description is provided of the variable individualization of instructional decisions (IDM), which is part of the analysis in phase I of the Evaluation of Practices in Individualized Schooling. The variable is defined; the questionnaires on which the variable is based are listed; the procedures used to scale the variable are explained; the distribution of the variable in the 156 individually guided education (IGE) schools which participated in phase I is described; and the internal consistency of the variable is reported. (Author/MH)

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Technical Report No. 487

PROCEDURES USED IN PHASE I OF THE IGE EVALUATION TO SCALE THE VARIABLE INDIVIDUALIZATION OF INSTRUCTIONAL DECISIONS

by Gary G. Price, Terence C. Janicki, Judith A. Howard, Deborah M. Stewart, Anne E. Buchanan, and Thomas A. Romberg

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Wisconsin Research and Development Center for Individualized Schooling

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Report from the Project on
Evaluation of Practices in Individualized Schooling

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The University of Wisconsin
Madison, Wisconsin

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Abstract

This report provides a specific discussion of a variable that is part of the analysis in Phase I of the Evaluation of Practices in Individualized Schooling. The name of the variable is Individualization of Instructional Decisions (IDM). Included in this discussion is a verbal definition of the variable, a list of the questionnaire items on which the variable is based, a technical explanation of the procedures used to scale the variable, a description of the distribution of the variable in the 156 schools that participated in the Phase I study, and the internal consistency of the variable. Most readers would find it useful to read Technical Report No. 475, Overview of School and Unit Variables and their Structural Relations in Phase I of the IGE Evaluation, before beginning this one.

Procedures Used in Phase I of the IGE Evaluation to Scale the Variable Individualization of Instructional Decisions

This Technical Report provides a detailed description of the variable, Individualization of Instructional Decisions (IDM). The description includes a verbal definition of the variable, a list of the questionnaire items on which the variable was based, and a technical explanation of the procedures used to scale the variable. The report also contains a description of the distribution and the internal consistency of the variable. This variable, among others, is part of the analysis in Phase I of the Evaluation of Practices in Individualized Schooling. Phase I, which is a study of 156 Individually Guided Education (IGE) schools, is the large sample part of the overall evaluation effort. Further explanation of the Phase I study and an explanation of the relationship of this variable to the Phase I analysis is given in Technical Report No. 475, Overview of School and Unit Variables and their Structural Relations in Phase I of the IGE Evaluation.

Verbal Definition of the Variable

Individualization of Instructional Decisions (IDM) is a measure of the extent to which decisions affecting instruction are adapted to differences among students. This is made evident by the basis used for moving children to new material, the different rates with which

individual children progress through curricular units, and the percentage of I&R unit meeting time spent making instructional decisions.

Explanation of Variable-naming Conventions

This measure, like most of the variables used in Phase I of the IGE evaluation, is a composite of items taken from several different instruments. The names and identification numbers of the respective instruments are given in Table 1, along with other information. The instruments numbered 11, 17, 51, 52, and 53 were given to all staff members[1] of each school studied, and were to be filled out individually. One copy of Instruments 22, 25, and 26 was given to each of the I&R units[2] studied (two I&R units from each school, one that included second grade students and one that included fifth grade students). These instruments were filled out by the unit as a group, after they reached consensus. Instruments 23 and 24 were given to teachers of the I&R units studied and they filled them out individually. One copy of Instruments 16 and 21 was given to the IIC of each school, and was filled out by the IIC as a group. Instrument 13, a questionnaire about the entire school, was filled out by the principal of the school.

---

[1] Includes all professional personnel (i.e., not aides) assigned at least one-third time to the building in both the 1976-7 and 1977-8 school years.

[2] Includes all professional personnel (i.e., not aides) assigned at least one-third time to the I&R unit in both the 1976-7 and 1977-8 school years and directly involved in planning instruction for the unit students in reading, math, or language arts.

Table 1

Instrument Identification

Test booklet	Instrument	Instrument number	File	Respondent
General staff questionnaire	IGE implementation survey	11	H	School staff members
	Staff background	17	H	School staff members
	Assumptions regarding conditions of schooling	51	H	School staff members
	Job satisfaction survey	52	H	School staff members
	Assumptions regarding learning and knowledge	53	H	School staff members
Unit staff questionnaire	I&R structure and function	22	A,B	Unit as a group
	Record keeping and regrouping	25	A,B	Unit as a group
	Instructional time and objectives	26	A,B	Unit as a group
	Role of staff teacher	23	F,G	All unit teachers
	Instructional practices	24	F,G	All unit teachers
IIC questionnaire	IIC structure and function	21	C	IIC as a group
	Demographic background	16	C	IIC as a group
IGE schools questionnaire	IGE sc ools questionnaire	13	C	Principal

In order to keep track of information collected from different sources, it was necessary to develop some complex conventions for naming variables. Those conventions are explained here. The abbreviated name of each item and each variable contains eight or fewer characters, in order to be readable by computer. The first character of each item and variable name is a letter that indicates the case for whom the item or variable is a measure. In this discussion, variables include information from two or more questionnaire items or transformed information from one item. Items coming from a common source (i.e., the same respondents) were collected into a common data file whose name corresponds to the first letter in the names of all items collected in it. There were six such files. Those files, described in terms of the cases to which they pertain and in terms of their respective alphabetic codes, are:

A I&R units containing 2nd grade students (the I&R unit as a case).

B I&R units containing 5th grade students (the I&R unit as a case).

C The entire school as a case.

F Individual teachers of I&R units containing 2nd grade students.

G Individual teachers of I&R units containing 5th grade students.

H Individual staff members employed by the school.

Item names. The second character in all item names is the letter "V," which distinguishes item names from names of other variables. The third and fourth characters in item names denote the number of the instrument of which the item is a part (see Table 1). The fifth, sixth, and

seventh, and in some cases, eighth characters in item names contain the identification number of the item within the instrument. For example, Item number 1 from the Staff Background Questionnaire (Instrument 17), which was given to all members of the school staff, is named as follows:

HV17001
- 001 — Item number
- 17 — Instrument number
- V — Identifies this as an item
- H — File H (includes responses of individual staff members)

Variable names. Variable names, like item names, begin with an alphabetic code that indicates the cases to which they pertain. Following that first character is an abbreviation of two to four characters used by the evaluation staff to denote the major composite of which the variable is a constituent. Subsequent characters identify the position of the variable in the scaling operation, as diagrammed in Figure 1. For example, one of the constituents of the Intraorganizational Structure composite (IOS) is named as follows:

CIOSA02
- 02 — Second indicator of Part A (whether principal is full time)
- A — Part A of IOS (personnel allocation and composition of I&R units)
- IOS — Composite name (Intraorganizational Structure)
- C — File C (includes measures of the school as a whole)

Some of the composites are measures of the school as a whole, whereas others are specific to both the I&R unit (2nd or 5th grade) and the subject area (math or reading). Composites that pertain to the school as a whole are: Interorganizational Relations (IOR), Procedures Fostering Coordination and Improvement of the School Program (GOSB), General Staff Background (GSB), Intraorganizational Structure

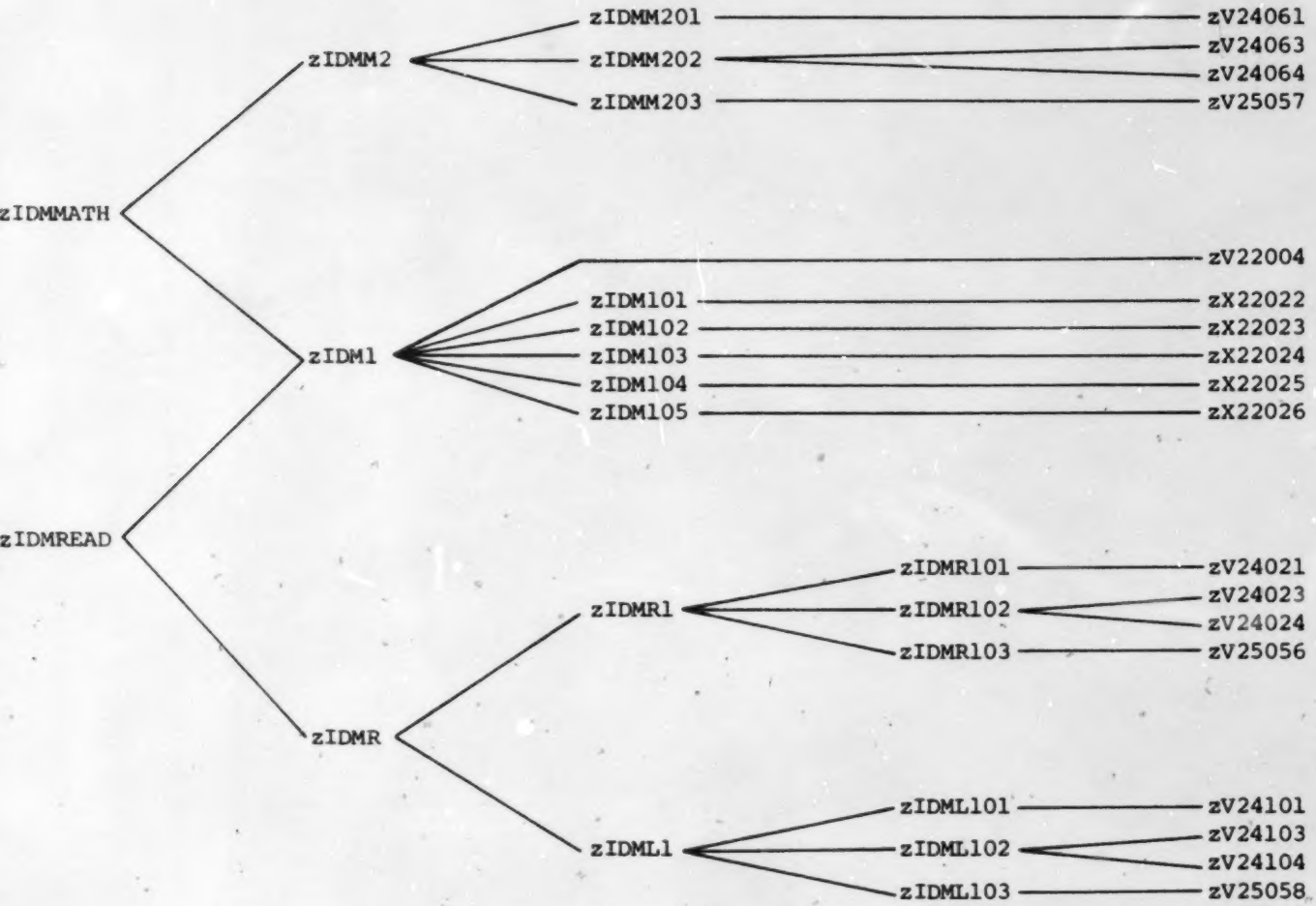

Figure 1. Individualization of instructional decisions.

(IOS), Belief in Individual Differences (INDIV), View of Learning: Constructivism vs. Behaviorism (CVSB), the School's Demographic Setting (DB), General Implementation of the Instructional Programming Model (GOSA), and Teacher Job Satisfaction (JOBSAT).

Composites that are specific to I&R unit and subject area are: Utilization of Curriculum Resources (UCR), Information Acquisition (IA), Individualization of Instructional Decisions (IDM), Management of Grouping and of Instructional Continuity (IE), Allocated Learning Time (ALT), and measures of student achievement. In the technical explanations of scaling, composites specific to the 2nd grade I&R unit begin with the letter "A"; composites specific to the 5th grade I&R unit begin with the letter "B." For brevity, a lower case "z" is used as the first letter wherever the explanation of scaling applies to both the 2nd and 5th grade I&R units.

Scaling Procedures

IDM, Individualization of Instructional Decisions, is divided into two parts, one of which is not subject-specific, while the other is assessed separately for reading and math. The general part of IDM is zIDM1, allotment of unit meeting time to decision making; and the subject-specific parts of IDM are zIDMM2 and zIDMR, grouping criteria composites. Figure 1 (see page 6) shows the schematic scaling operations for IDM. Actual numerical assignments are not represented. Appendix A contains the items selected to measure IDM,

and Appendix B includes the Statistical Package for the Social Sciences (SPSS) commands necessary to execute the scaling operations.

Allotment of unit meeting time to IDM (zIDM1). zIDM1 is a simple sum of responses by the unit as a group to five items describing various areas to which unit meeting time is directed. Each item is dichotomized so as to reflect optimal IGE allocations of unit meeting time. zV22022, planning for instruction, is scaled so that less than 49% receives a value of zero, and 50% or more receives a value of one, reflecting the great importance of direct instructional planning. zV22023, making administrative arrangements, is scaled so that from 0 to 19% receives a one, and 20% or more receives a zero. zV22024, evaluation of student and staff effort, and zV22026, inservice of unit staff, are scaled similarly to zV22023. These activities are thought to deserve no more than 20% of unit time. Item zV22025, individual staff preparation, is scaled so that from 0 to 9% receives a one, and 10% or more receives a zero. While staff preparation is clearly important, this activity is not thought to be an appropriate focus of unit meeting time. Finally, the sum of these items, zIDM1, is qualified by item zV22004, whether unit meetings are held regularly, so that a zero on this item yields a zero on zIDM1. If unit meetings are not held regularly, there is no value in assessing the profile of the meeting content.

Grouping criteria composite in math (zIDMM2). zIDMM2 is a composite of responses by unit teachers to three items, and by the unit

to one item, zV25057. Item zV24061, the extent to which there are differences among learner rates of math progress, is scaled so that responses of three or four (most or all learners differ) are truncated to a value of three. Then, two dichotomous items, zV24063 and zV24064, are combined to yield a description of requirements for moving within the reading curriculum. zV24023 asks whether learners can move without satisfying minimum requirements, and zV24064 asks if there are requirements all students must master. If the response to zV24063 is "no" and the response to zV24064 is "yes," meaning there are minimal requirements, the combination zIDMM202 is assigned a one. Then zV25057 assesses the frequency of unit regrouping on the basis of a common need for work on a math objective. Responses are rescaled as follows: daily, at the semester, or no regrouping are given a zero; weekly or quarterly are given a one; and from two to three weeks or monthly are given a two. The item is thus scaled to reflect the optimal IGE regrouping frequency; both too frequent and too infrequent regrouping are penalized. zIDMM2 is a sum of the three sets of items: zIDMM201, rates of progress, receiving from zero to three units; zIDMM202, requirements for moving, receiving from zero to two units; and zIDMM203, regrouping frequency, receiving from zero to four units. These items are believed to reflect the extent to which instructional decisions are based upon information about learner differences.

zIDMMATH. zIDMMATH is the sum of zIDM1, unit meeting time, which ranges from zero to five, and zIDMM2, grouping criteria composite,

which ranges from zero to nine. zIDMMATH is the measure of unit instructional decision making directed specifically at math.

Grouping criteria composite in reading (zIDMR1). zIDMR1 is a composite of responses by unit teachers to three items, and by the unit to one item, zV25056. Item zV24021, the extent to which learners differ in rates of reading progress, is scaled so that responses indicating that most or all learners differ are given a value of three. Two dichotomous items, zV24023 and zV24024, are combined as a description of requirements for moving within the reading curriculum. zV24023 asks whether learners can move without satisfying minimum requirements, and zV24024 asks whether there are requirements all students must meet. If the response to zV24023 is "no" and the response to zV24024 is "yes," indicating the presence of minimal requirements, zIDMR102 is assigned a one. Then zV25056, frequency of regrouping, is rescaled to reflect optimal IGE regrouping practices. Daily, semester, or no regrouping is given a zero, weekly or quarterly regrouping is given a one, and two to three week or monthly regrouping is given a two. zIDMR1 is a sum of: zIDMR101 (learner differences in progress rates), two times zIDMR102 (moving requirements), and two times zIDMR103 (regrouping frequency).

Grouping criteria composite in language arts (zIDML1). zIDML1 is constructed similarly to zIDMR1. Item zV24101, the extent to which learners differ in rates of language arts progress, is scaled so that responses indicating that most or all learners differ are

given a value of three. The dichotomous items zV24103, movement without satisfying minimum requirements, and zV24104, presence of unit-wide requirements for moving within the language arts curriculum, are combined as a description of movement requirements. zIDML102 is given a one if the response to zV24103 is "no" and the response to zV24104 is "yes," indicating the presence of minimal requirements. Then zV25058, frequency of regrouping, is rescaled to reflect optimal IGE regrouping practices. Daily, semester, or no regrouping is given a zero, weekly or quarterly regrouping is given a one, and two to three week or monthly regrouping is given a two. zIDML is the sum of: zIDML101 (learner differences ranging from zero to three), two times zIDML102 (moving requirements ranging from zero to two), and two times zIDML103 (regrouping frequency ranging from zero to four).

Grouping criteria composite in reading (zIDMR). zIDMR is a weighted sum of zIDMR1 and zIDML1. These weights vary by unit level. At unit two, zIDMR1 is weighted twice as heavily as zIDML1, reflecting the greater importance of reading skills as opposed to verbal skills at lower grade levels. At unit five, zIDMR1 and zIDML1 are weighted equally. If a school does not have language arts per se, the score for zIDMR in both units two and five would be equal to zIDMR1.

zIDMREAD. zIDMREAD is the sum of zIDM1, unit meeting time, which ranges from zero to five, and zIDMR, grouping criteria composite, which ranges from zero to nine. zIDMREAD is the measure of unit instructional decision making directed specifically at reading.

Distribution and Internal Consistencies of the Scaled Composites

The distribution of Individualization of Instructional Decisions (IDM), based on the 156 schools in the Phase I sample, described in Table 2, is in terms of the mean, standard deviation, median, actual minimum value obtained, logical minimum value obtainable, actual maximum value obtained, and logical maximum value obtainable. The internal consistencies (Cronbach's α's) of the IDM composites and their constituents are presented in Table 3. Figures 2, 3, 4, and 5 are histograms of these composites.

The relation of internal consistency to reliability in general and to validity can be difficult to understand. A composite whose constituents have high internal consistency may or may not possess high test-retest reliability. Conversely, a composite that has high test-retest reliability may have low internal consistency. Any composite that measures a homogeneous construct should rightfully be expected to have high internal consistency, but a composite that measures a construct which combines several facets which are empirically unrelated should not necessarily have high internal consistency, as noted by Cronbach and Meehl (1955)[3]. Several of the composites used in Phase I fit the latter description, and, accordingly, should not be expected to have high internal consistency.

---

[3]Cronbach, L. J., & Meehl, P. E. Construct validity in psychological tests. Psychological Bulletin, 1955, 52, 281-302.

Table 2

Distribution of the Scaled Composites

Composite	Mean	SD	Median	Actual minimum	Logical minimum	Actual maximum	Logical maximum
AIDMMATH	8.332	2.605	8.000	1.000	0	14.00	14
AIDMREAD	8.158	2.379	8.223	2.333	0	13.00	14
BIDMMATH	8.092	2.553	8.00	1.000	0	14.000	14
BIDMREAD	7.511	2.181	7.125	1.5	0	13.00	14

Table 3

Internal Consistencies of the

Scaled Composites and their Constituents

	Variable	α
Composite:	AIDMMATH	.02
Constituents:	AIDMM2	.24
	AIDM1	.40
Composite:	AIDMREAD	.08
Constituents:	AIDMR	.65
	AIDM1	.40
Composite:	BIDMMATH	.10
Constituents:	BIDMM2	.14
	BIDM1	.13
Composite:	BIDMREAD	.04
Constituents:	BIDMR	.50
	BIDM1	.13

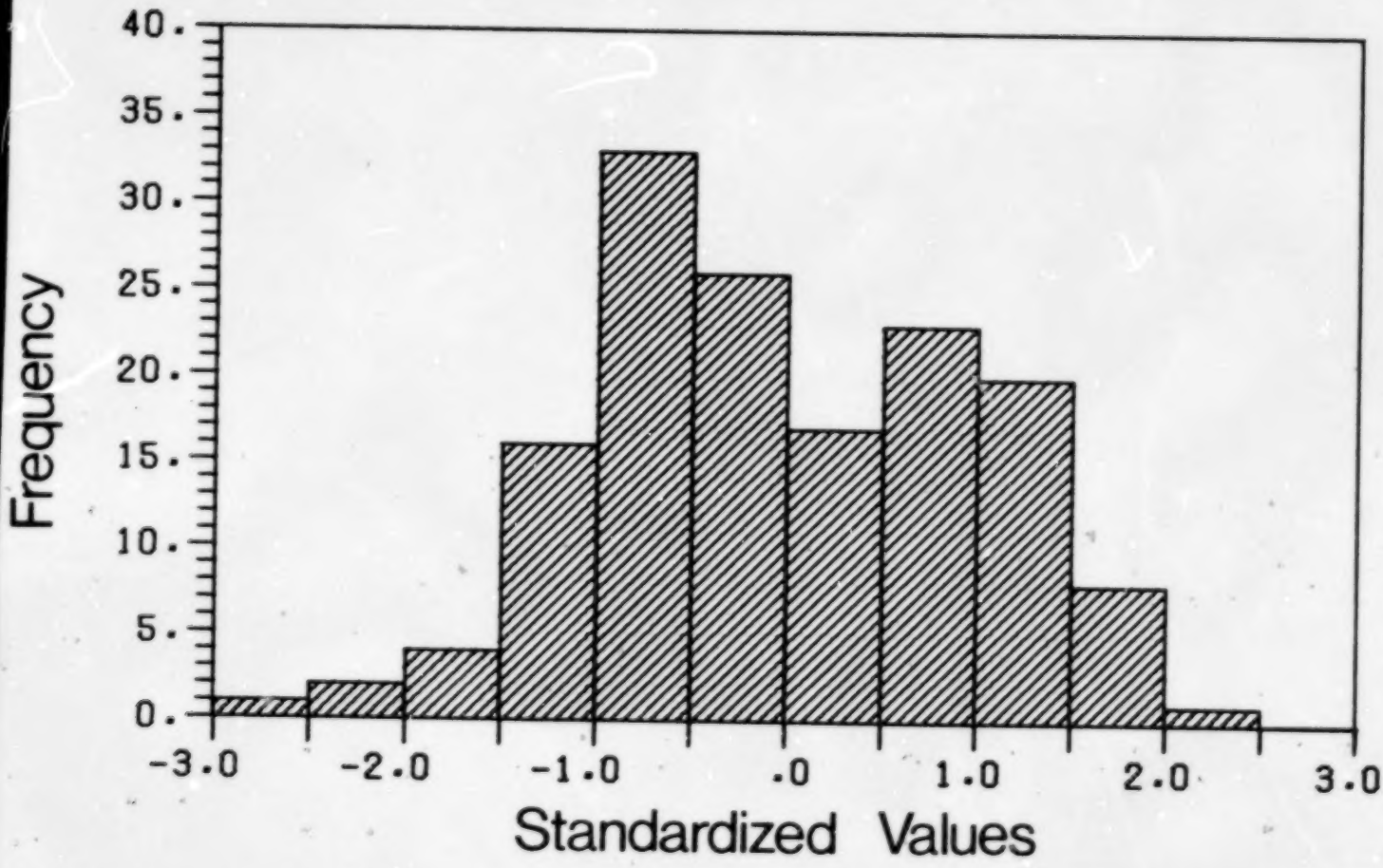

Figure 2. Individualization of instructional decisions (second grade mathematics).

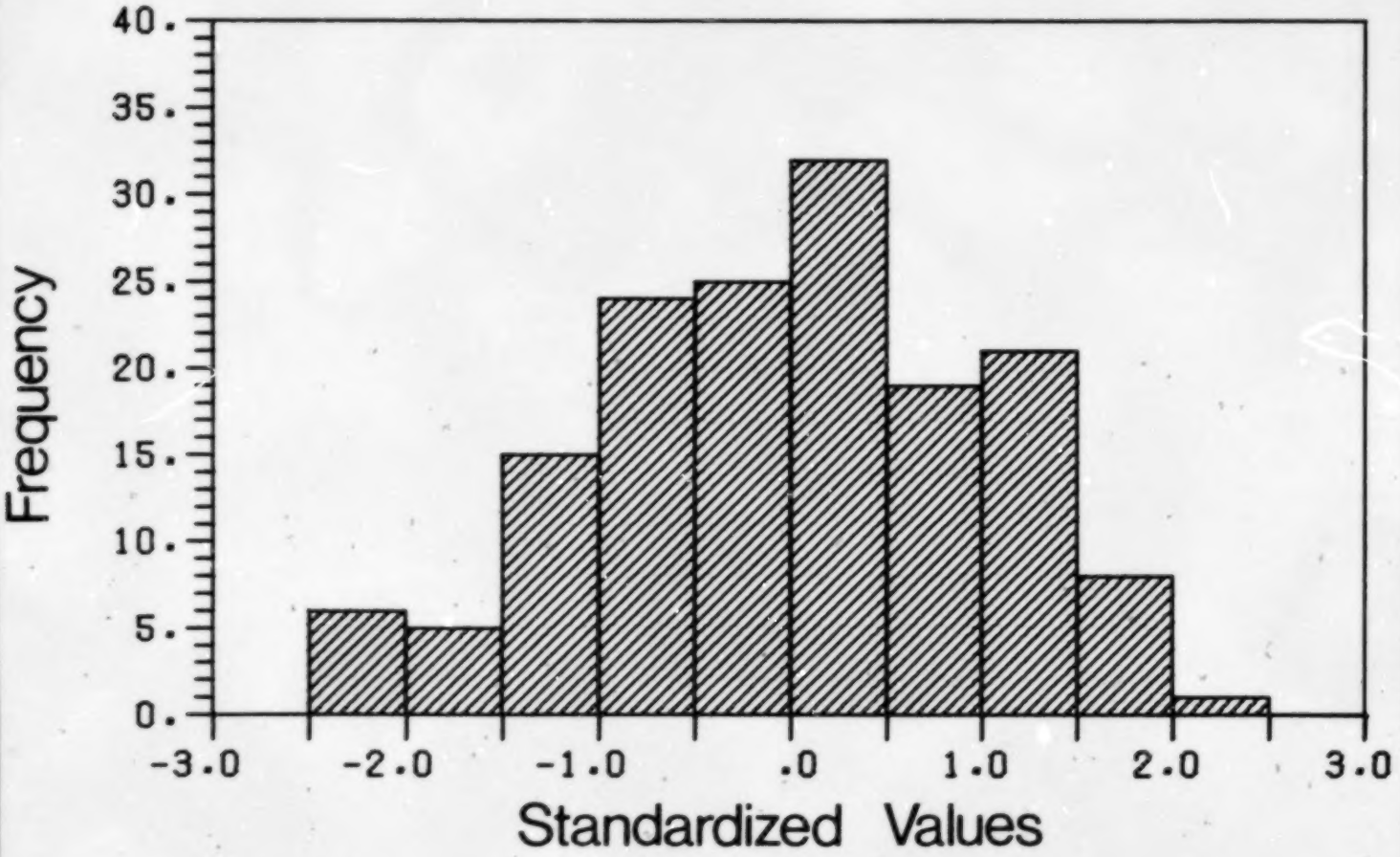

Figure 3. Individualization of instructional decisions (second grade reading).

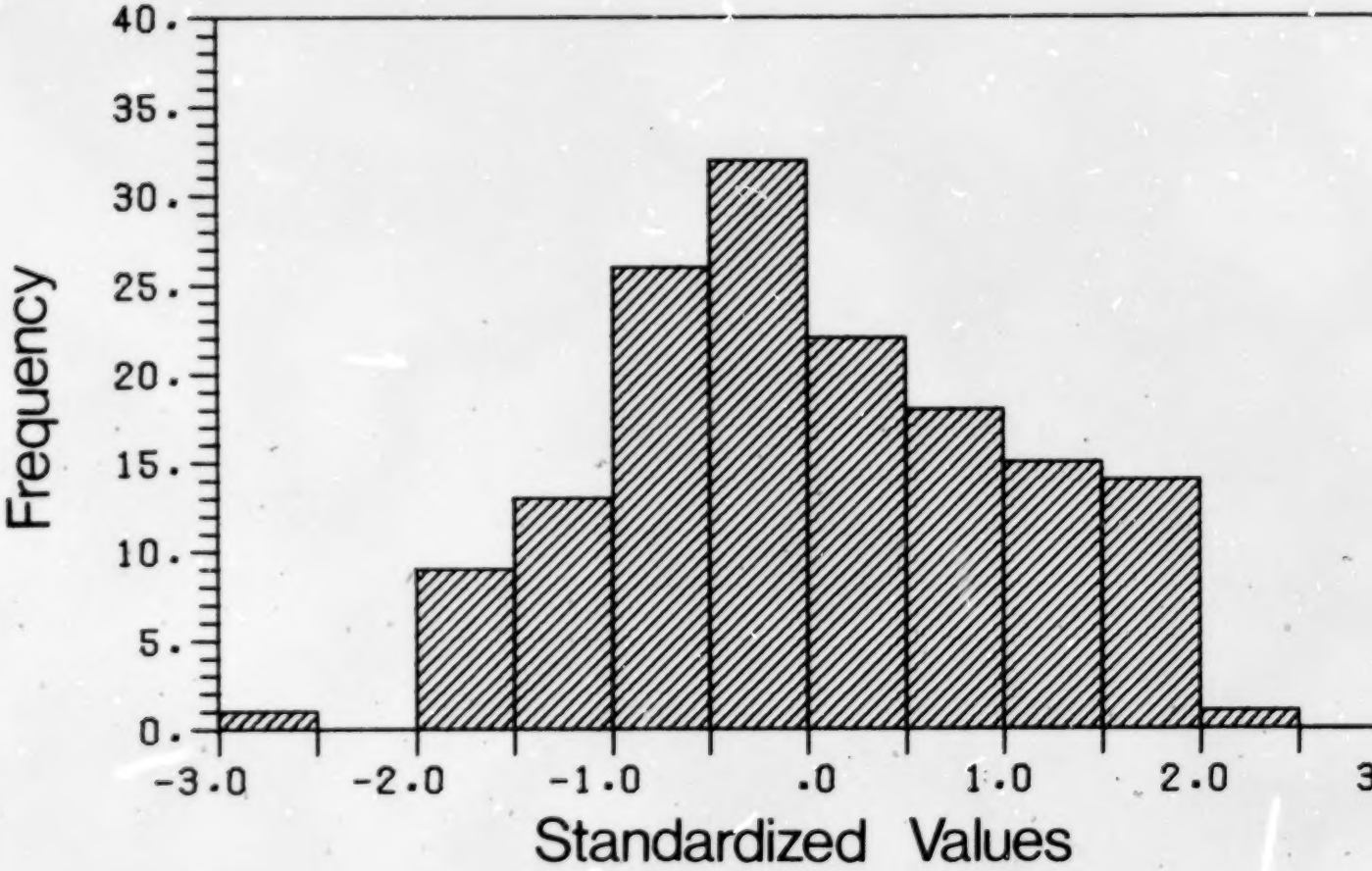

Figure 4. Individualization of instructional decisions (fifth grade mathematics).

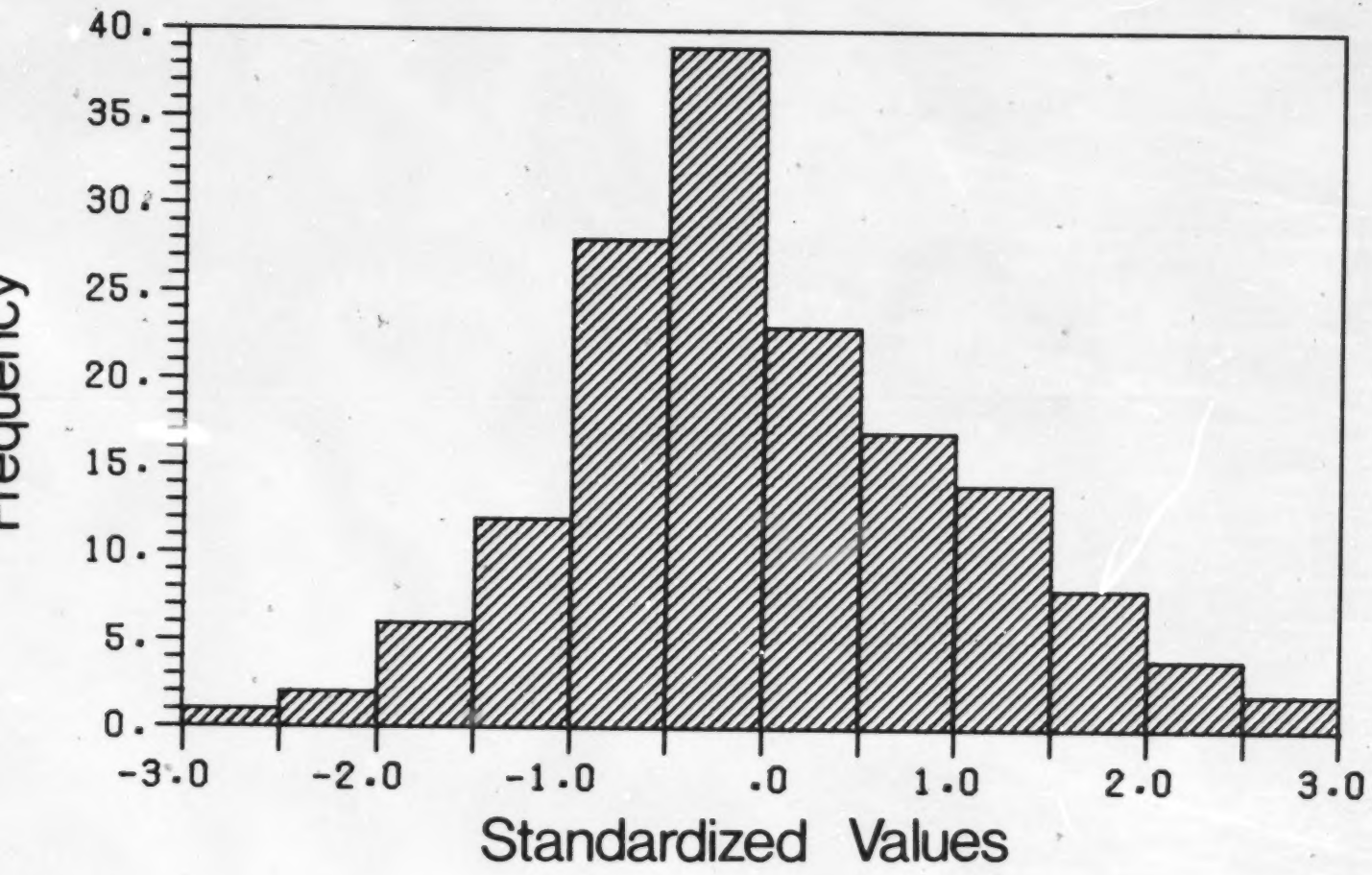

Figure 5. Individualization of instructional decisions (fifth grade reading).

Appendix A: Item Pool Selected

Files A,B: Unit as Case	Files F,G: Unit Teacher as Case
zV22004	zV24021
zV22022	zV24023
zV22023	zV24024
zV22024	zV24061
zV22025	zV24063
zV22026	zV24064
zV25056	zV24101
zV25057	zV24103
zV25058	zV24104

Files A,B: Unit as Case

zV22004 04 Do you have regularly scheduled unit meetings?

UNIT FUNCTION

Roughly what percentage of unit meeting time is directed to the following broad activities? Mark the answer sheet according to the code below; the individual percents should add up to 100%

(0) 0-9%	(5) 50-59%
(1) 10-19%	(6) 60-69%
(2) 20-29%	(7) 70-79%
(3) 30-39%	(8) 80-89%
(4) 40-49%	(9) 90-100%

Use this section to work out the percents; then transfer to the answer sheet using the code.

zV22022 22 Planning for instruction (work on materials, grouping) _____ % of time

zV22023 23 Making managerial and administrative arrangements (managing time, space, equipment, personnel) _____ % of time

zV22024 24 Evaluating student and staff efforts _____ % of time

zV22025 25 Individual staff preparation (time set aside during unit meetings for teachers to work alone) _____ % of time

zV22026 26 Inservice of unit staff _____ % of time

How often are the students in your unit regrouped on the basis of a common need for work on a specific instructional objective in these curriculum areas?

zV25056 56 Reading

(0) Daily
(1) Weekly
(2) Every 2-3 weeks
(3) Monthly
(4) Quarterly
(5) At semester
(6) Groups remain basically the same throughout the year

zV25057 57 Mathematics — Choose (0), (1), (2). . . (6) as above

zV25058 58 Language arts — Choose (0), (1), (2). . . (6) as above

Files F,G: Unit Teacher as Case

zV24021
zV24061
zV24101

R21 M61 L101 To what extent are there differences among learners' rate of progress in this curriculum area?

(0) Not at all
(1) Some progress faster or slower than the majority
(2) Groups move through the program at different rates
(3) Most learners differ in their rates of progress
(4) All learners progress at different rates of progress

zV24023
zV24063
zV24103

R23 M63 L103 Can a learner leave this curriculum area without satisfying minimum requirements?

(0) No
(1) Yes

zV24024
zV24064
zV24104

R24 M64 L104 Are there certain minimum requirements that all students must master in this area?

(0) No
(1) Yes

Appendix B: SPSS Commands for IDM

IDM1 - Allotment of I & R unit meeting time to making instructional decisions (subject area unspecified)

Operations to do in files AUNIT2

```
COMPUTE          AIDM101 = AX22022
RECODE           AIDM101 (0 THRU 4=0) (5 THRU 9=1)

COMPUTE          AIDM102 = AX22023
RECODE           AIDM102 (0,1=1) (2 THRU 9=0)

COMPUTE          AIDM103 = AX22024
RECODE           AIDM103 (0,1=1) (2 THRU 9=1)

COMPUTE          AIDM104 = AX22025
RECODE           AIDM104 (0=1) (1 THRU 9=0)

COMPUTE          AIDM105 = AX22026
RECODE           AIDM105 (0,1=1) (2 THRU 9=0)

COMPUTE          AIDM1 = AIDM101 + AIDM102 + AIDM103 +
                         AIDM104 + AIDM105

IF               ((AV22004 EQ 0) OR (AIDM1 LT 0)) AIDM1 = 0

ASSIGN MISSING   AIDM101 TO AIDM105 (-99)
VAR LABELS       AIDM1, ALLOTMENT OF UNIT MEETING TIME TO IIDM/
VALUE LABELS     AIDM1  (0) LOWEST  (5)  HIGHEST
```

A parallel version to AIDM101 which is BIDM101 was created identically in BUNIT5.

NOTE: AX22022 to AX22026 replaces AV22022 to AV22026. This replacement was done because the set of variables AV22022 to AV22026 was to add to 100% but often did not; the set AX22020 to AX22026 does add to 100%. A single scaling up or down procedure was used to make this conversion.

IDMMATH -- Informed Instructional Decision-Making in Math

Operations to do in FTEACH2 and GTEACH5
Letting z = F in FTEACH 2 and z - G in GTEACH5

```
COMPUTE          zIDMM201 = zV24061
RECODE           zIDMM201 (0=0) (1=1) (2=2) (3,4=3)

VAR LABELS       zIDMM201, DIFFERENCES IN RATES OF PROGRESS: MATH
VALUE LABELS     zIDMM201 (0) LOWEST  (3) HIGHEST

COMPUTE          zIDMM202 = 0
IF               (zV24063 EQ 0) AND (zV24064 EQ 1) zIDMM202 = 1

VAR LABELS       zIDMM202, REQUIREMENTS FOR MOVING IN MATH
VALUE LABELS     zIDMM202 (0) NO REQUIREMENTS (1) REQUIREMENTS

ASSIGN MISSING   zIDMM201, zIDMM202 (-99)
```

Operations to do in AUNIT2 and BUNIT5
(Letting z = A in AUNIT2 and z = B in BUNIT5)

```
ADD VARIABLES    zIDMM201, zIDMM202
VAR LABELS       zIDMM201, MEAN OF UNIT TEACHERS ON IDMM201/
                 zIDMM202, MEAN OF UNIT TEACHERS ON IDMM202/

MISSING VALUES   zIDMM201, zIDMM202 (-99)

COMPUTE          zIDMM203 = zV25057
RECODE           zIDMM203 (0,5,6=0) (1,4=1) (2,3=2)

VAR LABELS       zIDMM203, RECODE OF V25057: MATH REGROUPING
VALUE LABELS     zIDMM203 (0) LOWEST (2) HIGHEST

COMPUTE          zIDMM2 = zIDMM201 + (2*zIDMM202) + (2*zIDMM203)
VAR LABELS       zIDMM2, GROUPING CRITERIA COMPOSITE IN MATH
VALUE LABELS     zIDMM2 (0) LOWEST (9) HIGHEST POSSIBLE

COMPUTE          zIDMMATH = zIDM1 + zIDMM2
VAR LABELS       zIDMMATH, INSTRUCTIONAL DECISION-MAKING: MATH
VALUE LABELS     zIDMMATH (0) LOWEST (14) HIGHEST

ASSIGN MISSING   zIDMM203, zIDMM2, zIDMMATH (-99)

PRINT FORMATS    zIDMM201, zIDMM202, zIDMM2, zIDMMATH (3)
```

Operations to do in FTEACH2 and GTEACH5
Letting z = F in FTEACH2 and z = G in GTEACH5)

```
COMPUTE          zIDMR101 = zV24021
RECODE           zIDMR101 (0=0) (1=1) (2=2) (3,4=3)

VAR LABELS       zIDMR101, RECODE V24021: VARIATION IN PROGRESS: R
VALUE LABELS     zIDMR101 (0) LOWEST (3) HIGHEST

COMPUTE          zIDMR102 = 0
IF               ((zV24023 EQ 0) AND (zV24024 EQ 1))  zIDMR102 = 1

VAR LABELS       zIDMR102, REQUIREMENTS FOR MOVING IN READING
VALUE LABELS     zIDMR102 (0) NO REQUIREMENTS (1) REQUIREMENTS

COMPUTE          zIDML101 = zV24101
RECODE           zIDML101 (0=0) (1=1) (2=2) (3,4=3)

VAR LABELS       zIDML101, RECODE V24101: VARIATION IN PROGRESS: L
VALUE LABELS     zIDML101 (0) LOWEST (3) HIGHEST

COMPUTE          zIDML102 = 0
IF               ((zV24103 EQ 0) AND (zV24104 EQ 1)) zIDML102 = 1

VAR LABELS       zIDML102, REQUIREMENTS FOR MOVING IN LANG. ARTS
VALUE LABELS     zIDML102 (0) NO REQUIREMENTS  (1) REQUIREMENTS

ASSIGN MISSING   zIDMR101, zIDMR102, zIDML101, zKDML102 (-99)
```

Operations to do in AUNIT2 and BUNIT5
(Letting z=A in AUNIT2 and z=B in BUNIT 5)

```
ADD VARIABLES    zIDMR101, zIDMR102, zIDML101, zIDML102
VAR LABELS       zIDMR101, UNIT TEACHERS' MEAN ON IDMR101
                 zIDMR102, UNIT TEACHERS' MEAN ON IDMR102
                 zIDML101, UNIT TEACHERS' MEAN ON IDML101
                 zIDML102, UNIT TEACHERS' MEAN ON IDML102

MISSING VALUES   zIDMR101, zIDMR102, zIDML101, zIDML102 (-99)

COMMENT
```

```
COMPUTE          zIDMR103 = zV25056
RECODE           zIDMR103 (0,5,6=0) (1,4=1) (2,3=2)

VAR LABELS       zIDMR103, RECODE V25056: REGROUPING IN READING
VALUE LABELS     zIDMR103 (0) LOWEST (2) HIGHEST

COMPUTE          zIDMR1 = (2*zIDML102) + (zIDML101) + (2*zIDML103)

VAR LABELS       zIDMR1, GROUPING CRITERIA COMPOSITE: READING/
VALUE LABELS     zIDMR1 (0) LOWEST ( 9 ) HIGHEST

ASSIGN MISSING   zIDMR103, zIDMR1 (-99)

COMPUTE          zIDML103 = zV25058
RECODE           zIDML103 (0,5,6 = 0) (1,4 = 1) (2,3 = 2)

VAR LABELS       zIDML103, RECODE V25058: REGROUPING IN LANG. ARTS
VALUE LABELS     zIDML103 (0) LOWEST (2) HIGHEST

COMPUTE          zIDML1 = (2*zIDMR102) + (zIDMR101) + (2 * zIDMR103)

VAR LABELS       zIDML1, GROUPING CRITERIA COMPOSITE: LANG. ARTS/
VALUE LABELS     zIDML1, (0) LOWEST ( 9 ) HIGHEST

ASSIGN MISSING   zIDML103, zIDML1 (-99)

COMPUTE          zIDMR = zIDMR1

IF               (zGRADE EQ 2 AND zIDML1 NE -99)
                 zIDMR  =(.667 * zIDML1) + (.333 * zIDMR1)
IF               (zGRADE EQ 5 AND zIDML1 NE -99)
                 zIDMR = (.5 * zIDMR1) + (.5 * zIDML1)
IF               (zIDML1 EQ -99) zIDMR = zIDMR1

VAR LABELS       zIDMR, GROUPING CRITERIA: READING & LANG. ARTS
VALUE LABELS     zIDMR (0) LOWEST (9) HIGHEST POSSIBLE

COMPUTE          zIDMREAD = zIDMR + zIDM1
VAR LABELS       zIDMREAD, INSTRUCTIONAL DECISION-MAKING: R. & L.A./
VALUE LABELS     zIDMREAD (0) LOWEST (14) HIGHEST

ASSIGN MISSING   zIDMR, zIDMREAD (-99)

PRINT FORMATS    zIDMR101 TO zIDMREAD (3)
```

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